DOCUMENT RESUME

ED 481 109 TM 035 271

AUTHOR	Catelli, Linda A.
TITLE	Assessing Levels of Student-Teacher Videotape Classroom Performances in a School-College Partnership Project.
PUB DATE	2002-04-00
NOTE	22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002). Prepared with the Dowling College Second Cohort of Action Researchers.
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Action Research; *Evaluation Methods; Partnerships in Education; *Professional Development; *Student Teachers; Teacher Education; *Teacher Evaluation; *Videotape Recordings

ABSTRACT

In an effort to meet the new challenges for improving teacher education and student learning in P-12 schools in New York, and to develop a shared vision among partners of a National Council for Accreditation in Teacher Education (NCATE) conceptual framework, the faculty and staff of a school of education in New York conducted a school-college action research project to determine what is important to its partners in the preparation of "quality" teachers for the future. Data were collected from 123 partners who were invited to participate in the development of the conceptual framework. Over 4 months, six 2-hour focus groups were conducted, and participants completed questionnaires. Findings show that the College's internal and external partners share a vision of a teacher who is professionally confident, can write and speak English fluently, is compassionate, and is one who possesses in-depth knowledge of content and pedagogy. An up[dated version of the conceptual framework has been submitted to the NCATE as a step toward the development of a vision of a quality teacher. An appendix contains three illustrative figures. (Contains 14 references.) (Author/SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

American Educational Research Association
2002 Annual Meeting: Validity and Value in Education Research
April 1 - 5, 2002 -- New Orleans, L.A.

ED 481 109

Assessing Levels of Student-Teacher Videotaped Classroom Performances in a School-College Partnership Project

Linda A. Catelli and Dowling College's Second Cohort of Action Researchers
Dowling College
Oakdale, Long Island, New York 11769

April 5, 2002

TM035271

Note: Draft copy of a paper presented at the 2002 AERA Annual Meeting -- please do not cite or reproduce without permission of the author. Also note that all figures in the paper are found in Appendix A.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. A. Catelli

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Assessing Levels of Student-Teacher Videotaped Classroom Performances in a School-College Partnership Project

Introduction

In the next decade the nation will need over 2.2 million teachers. In general, higher education has been called upon to demonstrate its commitment, capacity, and effectiveness in preparing "quality" teachers in the 21st century. As part of the assessment and audit process, institutions will be expected to provide accrediting agencies with evidence of their effectiveness to prepare competent teacher candidates. At present, the U.S. Department of Education, through the 1998 Congressional Higher Education Act, Title II, Section 207, is requiring states and higher-education institutions to assess and publicize the effectiveness of their teacher education programs to prepare quality teachers. Section 207 of the law includes new accountability measures that require states and their colleges and universities to announce annually the percentage of students who have passed state teacher-certification exams, and to report on other quality indicators and licensure requirements as well. Also, the U.S. Department of Education and state education departments around the nation are requiring colleges and universities to demonstrate their institutional commitment to prepare quality teachers and their capacity to do so by mandating that the institution engage in a comprehensive assessment and/or audit conducted by a designated accrediting association or agency. It is in the effort to meet these challenges that we offer action research and in particular collaborative action research in the context of a school-college partnership as a critical component in the process of assessing and preparing "quality" teachers.

Overview of the Studies and the Conceptual Framework

The focus of this paper is the presentation of action research video studies that were conducted and participated in by partnering graduate education students, student teachers,

cooperating teachers, administrators, and the professor-director of the project. The overall purpose of the studies was to establish baseline data for changing and improving aspects of a preservice elementary teacher education program. The studies were part of a special school-college partnership project entitled Project SCOPE II--School-College Operation in Partnership Education. The partnership project involved a private College and two school-districts on Long Island in New York. The studies are set in a series of eighteen action studies that identify, analyze, and assess videotaped-classroom performances and instructional actions of student teachers in six elementary schools affiliated with the partnership project. Nine of the eighteen studies that are presented in this paper were conducted by the partnership's second cohort of action researchers. The action researchers in all nine studies used behavioral assessment criteria and rubrics related to state and national standards to qualitatively analyze and assess the student teachers' classroom performances of a lesson. More specifically, a set of rubrics and assessment criteria were applied by the researchers to twenty-nine student teachers' videotaped performances of a lesson in order to discern either levels of the student teacher's performance or the presence-absence of an instructional action, (i.e., "making content comprehensible to pupils"). An overall qualitative analysis of the student teachers' teaching performances was by conducted by the researchers in effort to "assess" the level of their instructional performances with regard to criteria extracted and adapted from four sources:

1. New York State's Standards for Teaching and Student Learning (New York State Regents Task Force on Teaching, July 1998, and New York State's brochure of 27 Student Learning Standards, 1996);
2. Standards set forth by The National Board of Professional Teaching Standards (1998);
3. Criterion measures identified by Educational Testing Services' PATHWISE program (1995); and

4. The pedagogical preferences of representatives of the partnering school district.

The findings and information obtained from the action research video studies will be used to establish baseline data for changing and improving aspects of the preservice elementary teacher education program. More particularly, the findings and information from all eighteen studies as well as findings from subsequent studies will be used in the following ways:

- as indicators of student-teacher learning;
- as evidence of the student teacher's professional competence and/or achievement of national, state, and local standards;
- to initiate changes in course and field modules of the program that target those pedagogical areas we find that the student teachers need to develop higher levels of teaching-skill (i.e., asking higher order questions; giving corrective feedback to pupils, etc.);
- to design content for inservice training sessions to assist cooperating-supervising teachers in coaching their student teachers in instructional behaviors that relate to standards;
- as evidence to our accrediting agency (National Council For Accreditation Of Teacher Education [NCATE]) of the program's effectiveness in preparing competent teachers; and finally
- as supplemental information for Title II institutional and state reports.

Action research and the studies presented in this paper are an integral part of the partnership's agenda to change and improve K-12 education and teacher education (13-18) in an integrative and holistic manner. Seen in Figure 1 the conceptual framework for the partnership entitled Project SCOPE II -- School-College Operation in Partnership Education, targets the three educational domains (1) school curriculum, (2) preservice teacher education, and (3) staff and

professional development, and then integrates them to form a "holistic-dynamic triad" inclusive of programs, content, students and teachers. The concept or idea is that each educational domain needs to be intertwined with the others in order for fundamental change and improvement to occur in education.The conceptual framework was founded on the following three assumptions from which all micro (classroom) and macro (school and college) project activities are designed:

1. that closer links between, and eventual fusion of, the major domains will result in improving education and student learning on all levels;
2. that the quality and effectiveness of a college or university's teacher education program is dependent on its meaningful connection to schools and educational practice; and
3. that the development of teaching as a profession and its knowledge base is best served by a more participatory and organic relationship among school and college/university personnel.

These three assumptions are the agenda goals for the partnership. They operate as guiding principles for all collaborative activities and action-research studies impacting one or more of the domains.

Method and Summary of the Findings

Action research was the method used to conduct all eighteen action research video studies. Quantitative techniques were employed by the first cohort of action researchers in the first set of nine studies to analyze the videotaped classroom performances; and qualitative techniques were used by the second cohort of researchers to analyze and assess the student teachers' performances in the second set of nine studies. In essence, the first set of studies determined what instructional actions were performed by the student teachers and the percentage of time they devoted to each action. And the second set of studies determined how well the

student teachers performed on selected instructional actions that facilitate pupil learning.

Using an adapted version of the Flanders category system seen in Figures 2 and 3, the first cohort of researchers recorded teacher and pupil classroom behaviors every five seconds of taped lessons ranging from 20 minutes to 1 and 1/12 hours(Gay & Airisian, 2000). The first set of studies provided information regarding percentages of time student teachers engaged in specific instructional actions. For example, we know that

- as a group, the student teachers spent 84% of the total class time engaged in substantive instructional actions focused on subject matter, and 16% of the total time in non-substantive actions defined as managerial, organizational and disciplinary actions;
- with a minimum performance criterion set at 75% of class time acceptable for student teachers to engage in substantive instructional actions, 25 or 86% of the 29 student teachers engaged in substantive instructional actions for at least 75% or more of their class time, and 4 (14%) of the 29 student teachers spent less than 75% of their lessons engaged in substantive instructional actions with a range of 62% to 73%; and
- in all 29 videotaped lessons, 21 (72%) of the 29 student teachers had at least 85% of their pupils cognitively and/or physically "on task" for the lesson.

Thus, a high percentage (86%) of the partnership's student teachers conducted lessons in which 75% or more of their class time was devoted to instructional actions that facilitate pupil learning. When we examined the data further, we noted that three of the four student teachers who had below 75% of the time devoted to substantive instructional actions either had very young pupils (e.g., kindergarten age) or they were conducting an initial lesson using the method of cooperative learning which required more organizational directions and pupil management. There were, however, instances cited by the researchers for which better management techniques could have been employed by these student teachers.

The main intent here is to have partnership members (e.g., professors, supervisors, and cooperating teachers, etc.) prepare student teachers to conduct lessons where management time is kept to a minimum and time devoted to substantive instructional matters is maximized; thereby, allowing for the possibility of increased pupil learning.

Categories of instructional actions for the studies were derived from the following sources:

(a) item 3 of the New York State Teacher Standards which states that "The teacher effectively manages classrooms that are structured in a variety of ways, using a variety of instruction methods ..... ." (New York State Board of Regents Task Force On Teaching, 1998, p.14);

(b) criterion C5 of Educational Testing Service's PATHWISE program which assesses the student-teachers' classroom performances on "Using instructional time e[illegible]vely." (Educational Testing Services [ETS], 1995, p.40);

(c) a review and an analysis of the 27 New York State Student Learning Standards; and

(d) a review of the NCATE's Standard 1, the Candidate's Performance...the Candidate's Knowledge, Competence, etc. (NCATE, May, 1999, pp. 3-9).

Subsequently, such findings of the studies are aligned with the statements and standards' areas cited above.

Within the major categories of substantive instructional actions seen in Figure 3, the researchers examined the data to discern how much time the student teachers, individually and as a group, engaged in specific instructional actions that facilitate pupil learning. The researchers totaled the frequencies for each instructional action and computed the percent occurrences of time the student teachers as a group devoted to each instructional category identified in Figure 3. To summarize, we found that the four most frequently occurring instructional actions with relatively

high percentages of class time devoted to each were:

[5a] Lecturing or Presenting Information: To The Whole Group -- 12%

[10b] Silence and/or Observation: Student Teacher Silently Observes -- 12%

[8] Pupil Talk-Response -- 11%

[6] Giving Directions for Managerial and Organizational Functions -- 8%

The least occurring instructional actions with relatively low percentages or zero percents were:

[1] Accepting Pupils' Feelings and/or Setting the Climate -- 0%*

[5d] Articulating the Goal, Rubric, Standard of, or Expectation for the Lesson -- 0%*

[2a] Praising or Encouraging Pupils -- 2%*

[9] Pupil Talk-Initiation -- 3%*

[3] Using or Extending Ideas of Pupils -- 3%*

[2b] Giving Corrective Feedback to Pupils -- 3% *

In addition to the instructional actions listed above, the behavioral categories that were identified as the pedagogical preferences by a cooperating teacher of the partnering school district include:

[4b] Asking Higher-Order Questions -- 6%*

[4a] Asking Lower-Order Questions -- 7%*

A review of the percentages of the least occurring instructional actions revealed that the student teachers, as a group, had low frequencies or percent occurrences of time that they spent engaged in eight instructional actions marked with an asterisk. This was also the case for a majority of the 29 student teachers' individual performances of a lesson. Thus, individually and as a group, the student teachers did not engage in these instructional actions enough so to substantially impact pupil learning. Many did not exhibit an instructional action even when it was an opportune time in the lesson to do so, or when the objective of the lesson required such action. The eight instructional actions are pedagogical areas that either facilitate pupil learning or

relate specifically to a teaching or learning standard. Also, as commented on by one of the cooperating teachers, these eight instructional actions are particularly relevant to teaching elementary school children. They are the areas of competence that should be targeted for improvement in the elementary teacher education program. Also, they are the pedagogical areas for which learning outcomes and performance standards of the program should be designed. It is important to reiterate that the researchers who conducted the studies identified instances and opportune times during the taped lesson when the student teacher could have engaged in a specific instructional action, but did not (e.g., giving corrective feedback, etc.). Repeatedly, the teams of action researchers recommended that the designers of the program should include, prior to student teaching, more course work and more clinical practice for the teacher education students to develop competence in these pedagogical areas. Also, many of the researchers suggested that the education students should develop a greater depth of understanding of the content that is to be learned by pupils so that their ability to give corrective feedback and to ask higher-order questions might improve. Finally, many of the research teams emphasized the need for student teachers to practice and develop such performance skills in partnering school-field settings along a recommendation for the College to prepare cooperating teachers to facilitate the student teachers' development of such skills.

In the second set of action research video studies, the second cohort of action researchers independently, (1) reviewed literature related to the goals and purposes of the studies, (2) became conversant with action research theory and methodology, (3) identified relevant instructional behaviors and actions associated with national and New York State teaching-learning standards, (4) applied the observational category system that was used by the first cohort of researchers to code and analyze the videotaped classroom performances of the student teachers not in the study, (5) trained in a systematic procedure for applying the scoring rules of five behavioral

assessment criteria from ETS's Pathwise Orientation Guide (ETS's 1995, pp. 31-41), and two adjusted rubrics from the National Board For Professional Teaching Scoring Guide for the Middle Childhood/Generalist Standards (NBPTS, 1998) to assess the same 29 videotaped performances. (See Figure 4 in Appendix A for the tool that was used to assess the student teacher's videotaped performance.)

Arranged in eight teams of four to five members, the researchers assigned seven numerical scores, each ranging from 1.0 (low) to 3.5/4.0 (high), to three-to-five-minute segments of a student teacher's taped performance of a lesson.(2) For example, the researchers started the videotape and for three to five minutes, they recorded a numerical score for each of the seven categories of behavioral criteria. Each of the seven scores for a segment indicated the student teacher's level of performance with regard to one of seven different key instructional actions (e.g., making content comprehensible to pupils). If a student teacher did not exhibit a behavior reflective of the criteria for that instructional action, the segment was recorded as zero indicating "not present," or "not applicable." For each score, the researchers provided specific instances during the observed segment for which the student teacher met the criteria. Thus, the researchers justified their scores with supporting evidence. The researchers repeated this procedure for the entire lesson or up to one hour of class time. Inter-and-intra judge reliability was recorded over a period of seven days. A final consensus score for each of the seven key instructional actions was arrived at by the researchers for the student teacher's performance. Each of the eight research teams scored and analyzed three to four student teacher's videotaped lesson.

In essence, the action researchers who conducted the second set of action studies determined how well the student teachers, individually and as a group, performed on seven key instructional actions. They assessed the student teachers on key instructional actions that are either known to facilitate pupil learning or that relate to national and New York State teaching

and learning standards. The seven instructional actions are:

[1] Making learning goals and instructional procedures clear to pupils.

[2] Making content comprehensible to pupils.

[3] Encouraging pupils to extend their thinking.

[4] Monitoring pupils' understanding of content through a variety of means; providing feedback to students to assist learning; and adjusting learning activities as the situation demands.

[5] Using instructional time effectively

[6] Building a classroom community: Organizing and facilitating pupils active participation in a meaningful discussion that develops their expression of ideas and/or opinions; their consideration of other's points of view and their assumption of responsibility for their actions.

[7] Building and understanding: Creating a purposeful environment that promotes active learning and exposes pupils to intellectual challenges, a deeper understanding of the featured concept, procedures, or process, through effective thinking and/or questioning tactics.

The behavioral assessment criteria used to score performances of the first five categories of instructional actions were adapted from ETS' Pathwise Program (ETS, 1995); and the rubrics used to score the student-teachers' performances of the last two categories of instructional actions were adapted from the National Board For Professional Teaching Standards guide (NBPTS,1998).

Briefly, preliminary findings showed that for the following instructional actions -- [3] Encouraging Pupils to Extend their Thinking, the student teachers had a mean performance score of 2.26, with a range of 1.0 to 3.5, and a performance score of 2.0 as the most frequently

occurring score for all 29 student teachers; and

[7] Building An Understanding, the student teachers had a mean performance score of 2.36, with a range of 1.0 to 4.0, and a score of 2.0 as the most frequently occurring performance score for all the student teachers.

For both instructional actions the student teachers, as a group, and individually achieved what the researchers considered as average or slightly-below-average levels of performance.The behavioral assessment criteria for category [3] required that a student teacher move the pupils beyond the facts and ideas presented by having them think either independently, creatively, or critically. Also, the behavioral criteria included any one of the following actions: extending pupils' thinking by having them make connections between different items and events; having pupils predict or infer outcomes of a story or event; having pupils invent methods to solve a problem; asking open-ended questions; and/or asking; higher-order questions. As reported by the researchers in the first set of studies, the student teachers did not, in their opinion, exhibit such instructional actions enough so to substantially impact pupil learning; even though there were opportunities during the lesson for them to do so. However, when they did, according to the scores reported by the second cohort of action researchers, their performances were considered below average to poor for 15 of the 29 student teachers, and average for 6 of the 29 student teachers.

Similarly, for category [7] the student teachers, as a group, achieved a mean score of 2.36. This was considered slightly below the average score of 2.5. Thirteen (13) student teachers achieved a 2.0, and 4 student teachers achieved a score of 1.0. The behavioral criteria for category [7] required a student teacher to exhibit purposeful instructional actions (e.g., questioning tactics) that create an environment of active learning, or instructional actions that expose pupils to intellectual challenges, and/or a deeper understanding of a featured concept. As was the case in

the first set of studies, the second cohort of researchers concluded that the student teachers must develop higher levels of pedagogical skills that facilitate active pupil learning in field experiences prior to student teaching. Both categories of instructional actions, [3] and [7] are important pedagogical areas for which the student teachers need to develop higher levels of skill.

Final Comment

The analyses of all the data from both sets of action studies have yet to be completed. However, with regard to learning outcomes or areas of teaching competence, the criteria set for assessing the videotaped performances, at an initial level, revolved around the following competency statements for student teachers:

- To conduct lessons for which at least 75% of the class time is devoted to substantive teacher-pupil instructional actions and no more than 25% of class time is devoted to non-substantive managerial-organizational or disciplinary actions.
- To conduct lessons that have at least 85% of the pupils cognitively and/or physically "on task" during the lesson.
- To demonstrate average or above average levels of performance of selected instructional actions that either facilitate pupil learning and achievement (e.g., giving corrective feedback) and/or are linked to an objective of the lesson.
- To demonstrate average or above average levels of classroom performances with regard to teaching-learning rubrics and/or behavioral criteria that are linked to national and State teaching-learning standards.

We envision that the resulting analyses of all the action research video studies will be used to establish baseline data for changing and improving aspects of the preservice teacher education programs. And we envision that continuous assessment of videotaped performances of future student teachers of the program along with findings from subsequent studies will be used

- as indicators of student-teacher learning and pupil learning in K-12 classrooms;
- as evidence of the student teacher's professional competence and/or achievement of national, state, and local standards;
- to initiate changes in course and field modules of the program that target those pedagogical areas we find that the student teachers need to develop higher levels of teaching-skill (i.e., asking higher order questions; giving corrective feedback to pupils, etc.);
- to design content for inservice training sessions to assist cooperating-supervising teachers in coaching their student teachers in instructional behaviors that relate to standards;
- as evidence to our accrediting agency (National Council For Accreditation Of Teacher Education [NCATE]) of the program's effectiveness in preparing competent teachers; and finally
- as supplemental information for Title II institutional and state reports.

Finally, it is our hope that the work presented in this paper will serve as a template for higher education in their effort to prepare "quality" teachers in the 21st century and provide evidence of their capacity to do so.

Bibliography

Catelli, L. A. (1992). Against all odds: A holistic urban school/college partnership -- Project SCOPE. *Action In Teacher Education*, 14 (14), 42-51.

Catelli, L. A. (1995). Action research and collaborative inquiry in a school-university partnership. *Action In Teacher Education*, 16 (4), 25-38.

Catelli, L. A. (1997). An holistic perspective on school-university partnerships in the twenty-first -- theory into practice. In D. Lambert and A. Hudson (Editors), *Exploring futures in teacher education: Changing key for changing times* (pp. 228-246). London, UK: Institute of

Education, University of London.

Catelli, L.A. (in press). Project SCOPE I and II: Holistic school-college/university partnership projects for instituting change and improvement in K-18 education. In Catelli, L.A., and Diver-Stamnes, A. (Eds.) *Commitment to excellence: Transforming teaching and teacher education in inner city and urban settings.* Cresskill, NJ: Hampton Press, Inc.

Catelli, L.A., & Carlino, J. (2001). Collaborative action research to assess student learning and effect change. *Academic Exchange Quarterly*, 5 (1), 105-112.

Catelli, L. A., & Nix, W. (1992). Project SCOPE: An urban partnership venture - descriptions and predictions. In G. Graham and M. Jones (Editors), *Collaboration between researchers and practitioners: An international dialogue - Proceedings from the 1991 AIESEP-NAPEHE World Congress* (pp. 105-110). Atlanta, GA: AIESEP/NAPEHE.

Catelli, L.A., Padovano, K., & Costello, J. (2000). Action research in the context of a school-university partnership: Its value, problems and benefits. *Educational Action Research*, (International Journal), 8 (2), 225-242.

Educational Testing Service. (1995). *PATHWISE* (a registered trademark): *Orientation guide*. Princeton, NJ: Author.

Gay, L., & Airasian, P. (2000). Educational research: Competencies for analysis and application. Upper Saddle River, NJ: Merrill an imprint of Prentice Hall.

Lambert, D., & Hudson, A. (Eds.). (1997). *Exploring futures in teacher education: Changing key for changing times.* London, UK: Institute of Education, University of London.

National Board For Professional Teaching Standards. (1998). *Middle childhood/Generalist standards. Southfield*, MI: Author.

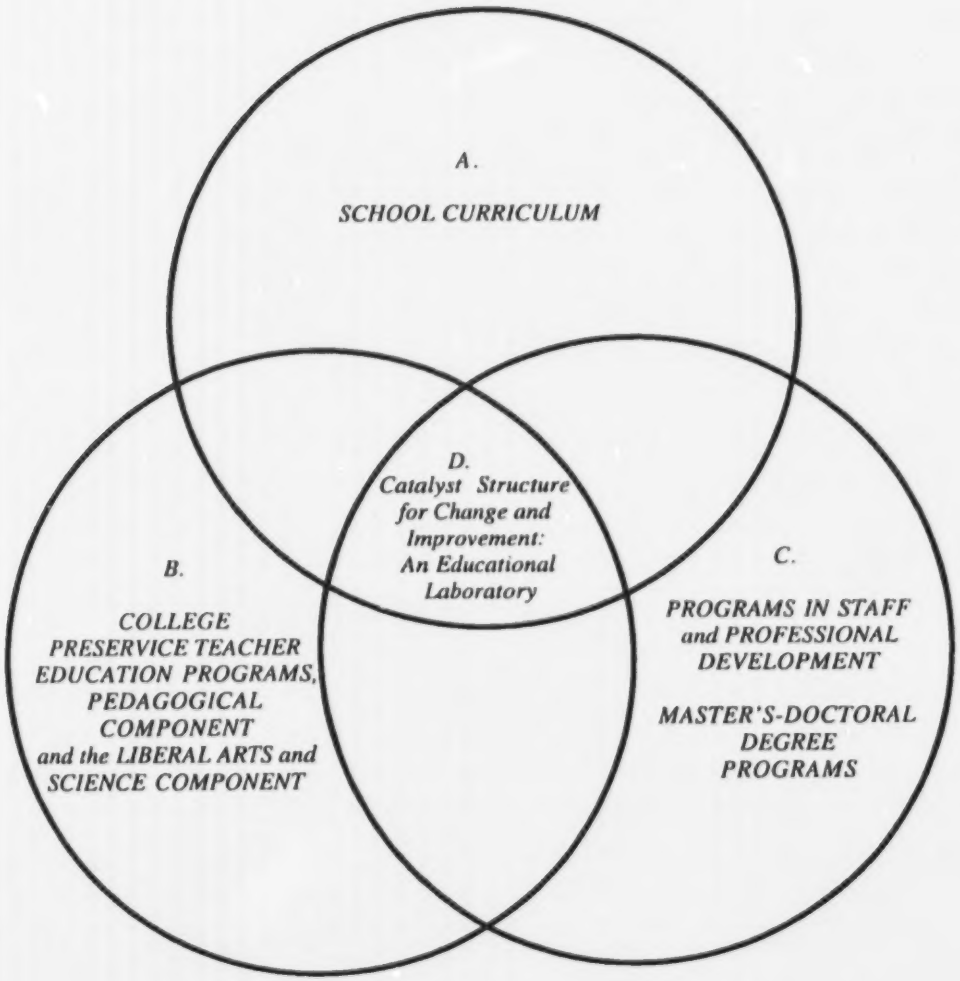
National Council for Accreditation of Teacher Education. (May, 1999). *Institutional orientation: State of New York* - (Tab II, NCATE 2000 standards revision, March 22, 1999). Washington, DC: Author.

New York State Regents Task Force On Teaching. (July, 1998). *Teaching to higher standards: New York's commitment.* Albany, NY: The University of the State of New York - The State Education Department.

Appendix A
Figures

FIGURE 1

CONCEPTUAL FRAMEWORK FOR A
HOLISTIC SCHOOL-COLLEGE PARTNERSHIP
PROJECT SCOPE II
Dynamic Triad


A.
SCHOOL CURRICULUM
D.
Catalyst Structure for Change and Improvement: An Educational Laboratory
B.
COLLEGE PRESERVICE TEACHER EDUCATION PROGRAMS, PEDAGOGICAL COMPONENT and the LIBERAL ARTS and SCIENCE COMPONENT
C.
PROGRAMS IN STAFF and PROFESSIONAL DEVELOPMENT
MASTER'S-DOCTORAL DEGREE PROGRAMS

BEST COPY AVAILABLE

Figure 2. An Adaptation Of The Flanders System Of Interaction Analysis: Student Teacher-Pupil Behavior

1. ACCEPTS FEELINGS and/or SETS CLIMATE: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings maybe negative or positive. Predicting or recalling feelings past, present or future are included. And/or makes comments to affect the climate positively, to release tension and contribute to productive communication and a positive learning environment. Humor and jokes that release tension, not at the expense of another, are included.

2a.PRAISES OR ENCOURAGES: praises or encourages student action or behavior for the purpose of providing an attitudinal-motivational set. Nodding head or saying, "yes," "okay," "um hm" or "go on" and/or making comments to affect the students psychological-affective state, positively, e.g. "try your best," "I know you can do it," "you'll do better next time."

2b.GIVES CORRECTIVE FEEDBACK: gives specific evaluative, prescriptive, descriptive, and/or explicative subject-matter "feedback" to influence, guide or monitor one or more student performances in learning content or a skill (mental or motor). Evaluative comments that assess or appraise the performance can be positive or negative, e.g., "good, excellent," or "no, you're doing that incorrectly." Feedback is about the performance and can occur during or after the student has performed.

3. ACCEPTS, USES OR EXTENDS IDEAS OF STUDENT: clarifies, repeats, interprets, extends, builds, develops or elaborates on ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.

4a. ASKS LOWER-ORDER QUESTIONS: asks memory-recall questions about content or procedures. Rhetorical questions are included.

4b. ASKS HIGHER-ORDER QUESTIONS: asks questions that encourages students to apply, explain, analyze, predict, infer, evaluate, judge, synthesize and/or reflect. Questions which focus, probe, clarify, and require students to elaborate or imagine are included.

5. LECTURING OR PRESENTING INFORMATION: giving or explaining facts, ideas, concepts, principles and opinions about content to:

5a. The Whole Group.
5b. A Small Group within the Large Group
5c. An Individual (seat work or up at the teachers desk).
5d. Articulating the goal-objective-rubric-standard or expectation for the lesson.

6a.GIVING DIRECTIONS--MANAGERIAL/ORGANIZATIONAL FUNCTIONS: giving directions, commands, or orders to which one or more students must comply. Includes the teacher administering tests, handing out materials, fixing equipment, arranging or organizing groups and transitions.

6b.GIVING DIRECTIONS--SUBJECT MATTER (CONTENT/SKILL): giving directions and procedural information about how to do something, what to do to engage in or complete a mental or motor task. Includes re-explaining or repeating directions.

7. ESTABLISHING OR ENFORCING CODES OF BEHAVIOR: disciplining or making statements intended to change student behavior from nonacceptable to acceptable pattern; criticizing; stating why the teacher is doing what he/she is doing; justifying authority.

---

8. STUDENT TALK--RESPONSE: a student makes a response to teacher. Teacher initiates the contact or solicits student statement in a group discussion or individually.

9.STUDENT TALK--INITIATION: talk by students which they initiate. Shift from 8 to 9 as student introduces own ideas.

10a. SILENCE: pauses or periods where students are awaiting or confused as to what is to be done.

10b. SILENCE-OBSERVATION: teacher silently observes one or more students performances and/or circulates around the room while students are engaged in individual or group tasks/activities. Also, wait-time.

11.TEACHER ILLUSTRATES-DEMONSTRATES AND TALKS:

12. TEACHER TALKS AND STUDENT ILLUSTRATES-DEMONSTRATES:

13. OTHER:

Figure 3. Substantive and Non-Substantive Grouping of Instructional Teacher-Pupil Behaviors and Categories

Substantive Instructional Behaviors/Actions-	**Non-Substantive Instructional Behaviors/Actions (Managerial/ Organizational/Disciplinary)-**
Student Teacher-Pupil Behavior Categories: Teacher -- 1. Accepts Feelings/Sets Climate____ 2a. Praises or Encourages_____ 3. Accepts, Uses or Extends Ideas of Pupils(s)____ 5. Lectures or Presents Information to 5a. The Whole Group____ 5b. A Small Group within the Large Group_____ 5c. An Individual____ 5d. Articulates the goal-objective rubric-standard or expectation for the lesson____ 6. Gives Directions--Subject Matter (Content/Skill)_____ 11.Teacher Ilustrates/Demonstrates and Talks____ 12. Teacher Talks and Pupil Demonstrates/Illustrates____ 10b. Silence-Teacher Observes Pupils(s)_____ 2b. Gives Corrective Feedback____ 4. Teacher Questions - 4a. Asks Pupil(s) Lower-Order Questions____ 4b. Asks Pupil(s) Higher-Order Questions____ Pupil Behavior - 8. Pupil Talk-Response____ 9. Pupil Talk-Initiation____ 13. Other: Specify	**Student Teacher-Pupil Behavior Categories:** 6a. Gives Directions--Managerial/ Organizational Functions_____ 7. Teacher Establishes or Enforces Codes of Behavior_____ 10a. Silence and Confusion____

Figure 4. Research Tool -- Assessment Criteria and Rubric Scoring Sheet -- Data/Findings

Research Team #_____ Scorer_____ Date_____

Goal 4: To determine a score for the student teacher(s) classroom performance with regard to selected teaching learning rubrics and behavioral criteria.

Seven (7) Assessment Criteria and Rubrics: [Extracted and adapted from the Educational Testing Services' Pathwise Program and Orientation Guide (ETS, 1995) and the National Board for Professional Teaching Standards Scoring Guide for Middle Childhood (NBPTS, 1998).]

A. Pathwise - Educational TestingService Criteria	T ( ) T( ) T( ) T( )
C1. Making Learning Goals and Instructional Procedures Clear To Students Scores: 1.0 1.5 2.0 2.5 3.0 3.5 f = % =	
C2. Making Content Comprehensible To Students Scores: 1.0 1.5 2.0 2.5 3.0 3.5 f = % =	T ( ) T( ) T( ) T( )
C3. Encouraging Students to Extend Their Thinking Scores: 1.0 1.5 2.0 2.5 3.0 3.5 f = % =	T ( ) T( ) T( ) T( )
C4. Monitoring Students' Understanding of Content Through A Variety Of Means, Providing Feeback To Students To Assist Leaning, And Adjusting Learning Activities As The Situation Demands Scores: 1.0 1.5 2.0 2.5 3.0 3.5 f = % =	T ( ) T( ) T( ) T( )
C5. Using Instructional Time Effectively Scores: 1.0 1.5 2.0 2.5 3.0 3.5 f = % =	T ( ) T( ) T( ) T( )
B. National Board for Professional Teaching Rubrics **C6**. Building A Classroom Community: Organizes And Facilitates Students' Active Participation In A Meaningful Discussion That Develops Their Expression of Ideas/ Opinions, Their Consideration Of Others' Points Of View And Their Assumption Of Responsibility For Their Actions Levels: 4 3 2 1 f = % =	NBPTS/Middle Childhood Score T ( ) T( ) T( ) T( )
C7. Building An Understanding: Creates A Purposeful Environment That Promotes Active Learning and Exposes Students To Intellectual Challenges, And A Deeper Understanding Of The Featured Concept, Procedures, Or Process, Through Effective Thinking/Questioning Tactics Levels: 4 3 2 1 f =	T ( ) T( ) T( ) T( )

Figure 5. Performance Scores, Mean, and Frequency of Scores For Seven Assessment Criteria(C)[1] Of Project SCOPE II's 29 Student Teachers

Student Teacher No.	Performance Scores					Performance Scores	
Criterion#	ETS C1	C2	C3	C4	C5	NBPTS C6	C7
T(2)	2.5	2.0	2.0	2.0	1.5	3.0	3.0
T(3)	2.5	3.0	3.0	2.5	2.5	3.0	3.0
T(4)	2.5	2.5	2.0	2.5	2.5	3.0	3.0
T(5)	1.5	2.0	2.5	2.5	1.5	3.0	2.0
T(6)	1.5	2.0	3.0	2.5	1.5	2.0	2.0
T(7)	2.5	2.5	2.5	2.5	2.0	3.0	3.0
T(8)	2.0	1.5	2.5	2.0	1.5	2.0	3.0
T(9)	2.5	3.0	2.0	2.0	3.0	2.0	2.0
T(10)	3.0	2.5	2.0	2.5	2.5	3.0	2.0
T(11)	2.5	3.0	2.0	2.5	3.0	2.0	2.0
T(12)	3.0	3.0	3.0	3.0	3.0	3.0	4.0
T(13)	2.0	2.5	1.5	1.5	2.5	2.0	2.0
T(14)	3.0	3.0	2.0	2.0	2.5	3.0	2.0
T(15)	2.5	3.0	3.0	2.5	3.0	3.0	2.5
T(16)	2.5	2.5	2.5	2.5	3.0	2.0	3.0
T(20)	1.0	1.5	2.5	1.5	1.0	1.0	1.0
T(22)	2.5	3.0	1.5	2.0	3.0	2.0	2.0
T(23)	2.0	2.0	2.0	2.5	2.5	2.0	2.0
T(24)	3.0	3.0	2.5	3.0	1.5	3.0	3.0
T(25)	1.5	1.5	1.5	2.0	1.0	2.0	1.0
T(26)	2.0	1.5	1.5	1.0	2.0	2.0	1.0
T(27)	2.0	2.0	1.5	2.0	1.5	2.0	2.0
T(28)	3.0	3.5	3.0	3.5	3.5	3.0	3.0
T(29A)	2.0	1.5	1.5	1.5	1.5	1.0	1.0
T(30)	2.5	2.5	2.0	3.0	3.0	2.0	2.0
T(31)	2.5	2.5	1.0	2.0	2.5	2.0	2.0
T(32)	3.5	3.5	3.5	3.5	3.5	4.0	4.0
T(33)	3.0	3.0	3.0	3.0	3.0	3.0	3.0
T(34)	3.5	3.5	3.0	3.0	2.5	4.0	4.0
Mean:	**2.41**	**2.50**	**2.26**	**2.36**	**2.33**	**Mean: 2.48**	**2.36**
Frequency (f) of the Score:						**Frequency(f) of the Score:**	
1.0	**f = 1**	**f = 0**	**f = 1**	**f = 1**	**f = 2**	**1.0 f = 2**	**f = 4**
1.5	**f = 3**	**f = 5**	**f = 6**	**f = 3**	**f = 7**		
2.0	**f = 6**	**f = 5**	**f = 8**	**f = 8**	**f = 2**	**2.0 f = 13**	**f =13**
2.5	**f =11**	**f = 7**	**f = 6**	**f =10**	**f = 8**	**2.5**	**f = 1**
3.0	**f = 6**	**f = 9**	**f = 7**	**f = 5**	**f = 8**	**3.0 f = 12**	**f = 8**
3.5	**f = 2**	**f = 3**	**f = 1**	**f = 2**	**f = 2**	**4.0 f = 2**	**f = 3**

[1] In the study, assessment criteria C1 through C5 were extracted and adapted from Educational Testing Services' Pathwise Program and Orientation Guide(ETS, 1995). Assessment Criteria, C6 and C 7 were extracted and adapted from National Board For Professional Teaching Scoring Guide for Middle Childhood Generalist Standards (NBPTS,1998).

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

TM035271

I. DOCUMENT IDENTIFICATION:

Title: Assessing Levels of Student-Teacher Videotaped Classroom Performances in a School-College Partnership Project

Author(s): Linda A. Catelli and Dowling College's Second Cohort of Action Researchers

Corporate Source:	Publication Date:
/	/

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ↑ ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ↑ ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ↑ ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Linda A. Catelli	Printed Name/Position/Title: LINDA A. CATELLI Prof. of Education and DIRECTOR of Project SCOPE Dowling College
Organization/Address: 14 Dorset Rd, Southampton, NY 11968	Telephone: 631-283-7530 FAX: SAME
	E-Mail Address: Carlin@aol.com Date: Aug. 7th 2003

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20742-5701
ATTN: ACQUISITIONS

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)